

NEW JERSEY

1999-2000
Guidelines and
Application




BEST PRACTICES

ORIGINAL

Deadline for Application to County Office:
NOVEMBER 22, 1999

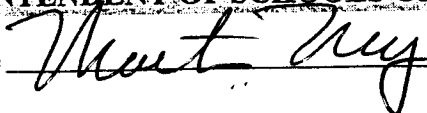
Educational Support/Guidance

Category	<u>and Counseling Programs</u> (Application is limited to one category. See page 3 for details.)		
Practice Name	<u>Project S.U.C.C.E.S.S.</u>		
Number of Schools with Practice	<u>1</u>	(If more than one school or district, read and complete information on page 2.)	

County	<u>Atlantic</u>		
District (Proper Name)	<u>Hamilton Township</u>	School District	
District Address	street/p. o. box <u>5801 Third St.</u> city <u>Mays Landing, NJ</u> <u>08330</u> zip code		
District Telephone	<u>609-625-9393</u>	Fax <u>609-625-4847</u>	Email
Chief School Administrator	<u>Miss Sharon C. Riordan</u>		
Nominated School #1 (Proper Name)	<u>William Davies Middle School</u>		
School Address	street/p. o. box <u>1876 Vienna Avenue</u> city <u>Mays Landing, NJ</u> <u>08330</u> zip code		
School Telephone	<u>609-625-6616</u>	Fax <u>609-625-2267</u>	Email
School Principal	<u>Michael J. Muldoon</u>		
Program Developer(s)	<u>Michael J. Muldoon</u>		
Chief School Administrator's or Charter School Lead Person's Signature			

FOR USE BY COUNTY SUPERINTENDENT OF SCHOOLS ONLY

Approved: ☒ Yes ☐ No County Superintendent's Signature



NEW JERSEY STATE DEPARTMENT OF EDUCATION

NEW JERSEY BEST PRACTICES 1999-2000 APPLICATION

Application Requirements:

- ◆ **RESPONSES** to the information and the statements below must be **ANONYMOUS**. No reference should be made to the names of the district or the school(s). Use the words "the school" or "the schools" in referring to the applicant in responding to the statements.
- ◆ **USE ONLY THE SPACE PROVIDED ON THE APPLICATION FORM** on pages 1, 2 (if applicable) and 4 and **THE NUMBER OF LINES SPECIFIED FOR RESPONSES** to the statements. Do not include any additional materials, as they will not be reviewed in the selection process.
- ◆ Application must be keyboarded on 8 1/2" x 11" white paper, portrait format. Ten-point or larger computer font or twelve-pitch or larger typewriter font must be used. (This sentence is in ten-point.)
- ◆ **KEYBOARDED RESPONSES** to the statements below must be **no more than a total of three pages**. Keyboard the statement followed by the response. Format your response to the number of lines specified.
- ◆ The information on page 4 and the keyboarded responses to statements must be printed or copied on one side of the page. The information on pages 1 and 2 (if applicable) must be printed or copied on one side of the page. Staple pages 1 and 2 (if applicable) and 4 and the keyboarded responses together.
- ◆ The original application must be signed by the district chief school administrator or charter school lead person, indicating his/her approval.
- ◆ The original and seven copies of the application must be submitted to the county superintendent of schools by November 22, 1999, with the Itemized List of District Applications form. Keep the seven copies of each application together with the original containing the signature of the district chief school administrator or charter school lead person on the top of each set.
- ◆ **FAILURE TO COMPLY WITH THE PROCEDURES FOR SUBMISSION OF THE APPLICATION MAY RESULT IN THE ELIMINATION OF THE APPLICATION.**

The following data is required to assist the panelists in the evaluation of the application:		
Type of School <input type="checkbox"/> Elementary School <input checked="" type="checkbox"/> Middle School <input type="checkbox"/> Junior High School <input type="checkbox"/> High School <input type="checkbox"/> Other: _____	Grade Levels <div style="border: 1px solid black; padding: 2px; display: inline-block;">7 & 8</div> 	Practice Name <u>Project S.U.C.C.E.S.S.</u> Number of Schools with Practice <u>1</u> Number of Districts with Practice <u>1</u>

Check the ONE CATEGORY into which the practice best fits.		
<input type="checkbox"/> Arts (Visual and Performing Arts) <input type="checkbox"/> Assessment/Evaluation <input type="checkbox"/> Bilingual Education and Diversity <input type="checkbox"/> Citizenship/Character Education <input type="checkbox"/> Early Childhood Education Programs <input checked="" type="checkbox"/> Educational Support/Guidance and Counseling Programs (services contributing to high student achievement)	<input type="checkbox"/> Educational Technology <input type="checkbox"/> Health and Physical Education <input type="checkbox"/> Language Arts Literacy <input type="checkbox"/> Mathematics <input type="checkbox"/> Professional Development <input type="checkbox"/> Public Engagement (family involvement and partnerships with business, community and/or higher education)	<input type="checkbox"/> Safe Learning Environment <input type="checkbox"/> School-to-Careers/Workplace Readiness <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Special Education <input type="checkbox"/> World Languages

1. Describe the practice proposed for recognition, and list its objectives. Detail how the practice is innovative, how it promotes high student achievement and how it can be replicated. (Maximum of 50 lines for response)
2. Describe the educational needs of students that the practice addresses and how they were identified. List the *Core Curriculum including the Cross-Content Workplace Readiness Standards** addressed by the practice and describe how the practice addresses the standard(s). (Maximum of 50 lines for response)
3. Document the assessment measures used to determine the extent to which the objectives of the practice have been met. (Maximum of 60 lines for response)

*The 1996 edition of the *Core Curriculum Content Standards* published by the New Jersey State Department of Education was disseminated to all districts and charter schools and is available on line through the department's website at <http://www.state.nj.us/education>.
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1. Describe the practice proposed for recognition, and list the objectives. Detail how the practice is innovative, and how it promotes high student achievement and how it can be replicated.

Project S.U.C.C.E.S.S. (Students Utilizing Cooperative Community and Engagement Skills Successfully) is a program developed to encourage at-risk students to be successful in school. The identified student for this program is one who demonstrates low self-esteem, is categorized as poorly motivated, and often displays inappropriate or disruptive behavior.

The program's objectives are as follows:

- To provide opportunities for at-risk students to experience accomplishment in school related tasks.
- To establish a format that enables at-risk students to make valuable contributions to their school community through volunteer work.
- To encourage, through hands-on experiences, the development of positive behaviors to replace the negative behaviors as a response to stressful encounters.
- To foster the development of positive attitudes toward school through experiencing successful strategies to solve problems, and to increase student academic achievement.

Supportive parents, the school's Guidance Department, and volunteer staff members are engaged to further encourage participation and garner endorsement. In addition, since these students are mostly repeat offenders of the school's discipline policy, the anticipated outcome is that there will be a reduction in the number of their referrals once improvement in these affected students' behaviors are evidenced.

In our educational system, there are procedures for involvement in school-sponsored academic and extra-curricular activities. After the specific amount of suspensions are accrued, students become ineligible to participate. The underlying objective of this project is to encourage student behavior modification, recognizing that sometimes students make mistakes and can learn from them. Therefore, permanent punishment from school-related events will serve no purpose, and the at-risk student is often the most in need of these esteem building activities.

An innovative formula was created to correct the problem. For each suspension students receive, they are required to log hours after school to make up the missed time from their academic classes. Since the average school day is a little less than six hours, students need to register an equal amount of time for each suspension accumulated. This accomplishes three purposes: (1) It reinforces the concept to students that they are responsible for their actions; (2) It gives the identified students an opportunity to spend time with a project mentor; and (3) It encourages the pupils to participate in various activities that provide them with successful accomplishments that results from their work.

The requirements are in the framework of attending after school subject remediation, participating in a club or sports activity, or completing a work-related task. Once everyone is in agreement with the requirements, students log time after returning from their suspensions.

This project can be easily replicated by any school. All that is necessary is support from the Board of Education, parents, students, and the staff. The most important responsibility will fall upon the coordinator. His job will be to keep accurate records, contact parents and teachers, choose chores to assign to the students, mentor them, and follow up when necessary.

To achieve optimum success, letters need to be mailed home and phone calls are required, in order to emphasize the importance of parental involvement. The school needs the endorsement of the parents and the Guidance Department, whose students are involved.

2. Describe the educational needs of students that the practice addresses and how they were identified. List the Core Curriculum Content and/or Workplace Readiness Standards addressed by the practice and describe how the practice addresses the standard(s).

Besides challenging the students into believing that they can be successful in school, Project S.U.C.C.E.S.S. was instituted to meet the educational needs of the affected students involved in the program. The students who were repeatedly suspended from school, continued to fall behind in their school work. Making up missed assignments, homework, and tests, became the main priority. In order for the system to work, this cycle of failure had to be replaced with positive interaction between the student and the school community. Since these at-risk students had low expectations of themselves, it was imperative that they were provided with the opportunities to become involved after school with their academic subjects. The Guidance Department, mentors, the Vice Principal, and the parents were the students' support system. Their responsibility was to encourage them to be follow through with the agreed upon responsibilities.

The list of Core Curriculum Content Standards devoted to the academic areas of Language Arts (Standards 3.1 - 3.5), Mathematics (Standards 4.1 - 4.12), Science (Standards 5.1- 5.12), and Social Studies (Standards 6.1 - 6.9), would be implemented during the time that the identified students remained after school to catch up on work missed during their absences.

Also, students would be urged to engage in activities that were non-academic. Several of the Workplace Readiness Standards were related to the program. Standard Number 1 lists a Cumulative Progress Indicator that was appropriate for the program. It was Number One, which states that, "The students will be able to demonstrate employability skills and work habits, such as work ethic, dependability, promptness, and getting along with others, needed to get and keep a job." Students with low self-esteem will exhibit behaviors contrary to the above characteristics. By spending time with them and requiring them to be responsible for their actions, students will change their perspective of the school environment and begin to learn the correct way to handle situations.

Another evaluative measure used was Standard Three. This requires students to be able to use critical thinking, decision making, and problem solving skills. Students, through participation in this program, would be able to recognize and define problems (Cumulative Progress Indicator 1), and monitor and validate their own thinking (Indicator 10). By accomplishing these feats, they would explore ways to make alternative and better decisions, thus not repeating the same misbehavior.

Standard Four states that all students will demonstrate self-management skills. By

addressing issues related to personal development, students would achieve success, evaluate their own actions and accomplishments (Indicator 3), and use their time efficiently (Indicator 9).

3. Document the assessment measures used to determine the extent to which the objectives of the practice have been met.

Project S.U.C.C.E.S.S. is now in its fourth year, as a program designed to assist students with problems in the areas of discipline and academics. Several students have participated in the program and have realized academic and behavioral success. Although some have been reluctant to become involved, those who have, have been able to see school in a more positive light. Many have subtracted suspensions from their disciplinary files. One student who needed to make up time from three suspensions in order to graduate with his class, was able to do so. His appreciation of being given a second chance, was evident when he received his diploma on the stage in front of his peers and his mother.

As a result of the institution of this program, the following occurred:

Objective 1:

- The students were afforded opportunities to communicate with their peers in a non-academic setting.
- Students were given the chance to spend time with an adult mentor who cared about them, thus interacting with positive role models.

Objective 2:

- Student self-esteem was improved. The student who displayed a lack of importance or worth, now viewed school as important.

Objective 3:

- The suspension rate for some of the students involved was reduced. In addition, the overall suspension rate for the entire school year dropped.
- Disciplinary referrals to the office were greatly reduced. Students in this program were repeat offenders who constantly were being sent to the office for infractions. Project S.U.C.C.E.S.S. diminished some of this (See chart below).

**Analysis of Identified Students Enrolled
in
Project S.U.C.C.E.S.S.
1998-99**

Grade	Number of Students Enrolled	Referrals Before Entry Into Program	Referrals After Entry Into Program	Reduction
Grade 7	9	188	137	27%
Grade 8	9	156	136	23%
Total	18	344	273	25%

Objective 4:

- Students were given another chance to prosper, even though they were penalized for their misbehavior.
- Students analyzed their poor decisions, and were given the opportunity to learn from their mistakes.